



**STOCKPORT**  
METROPOLITAN BOROUGH COUNCIL

# Westmorland Primary School Teacher Appraisal

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# Teachers' Appraisal

## 1. Introduction

Appraisal arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed by a local authority, in each case where they are employed for one term or more. It is also good practice for academies to follow the appraisal regulations although they are not legally required to do so.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and all schools (including academies) must adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with or refers to capability. This model policy, updated in Autumn 2020, has been provided as an optional resource for schools and others to which they can refer as they wish as they review and develop their own policies. It applies only to teachers, including Headteachers, but schools might wish to adapt it for use with all staff. It has been written in the context of schools, but the same principles apply to centrally employed (or unattached) teachers.

This model policy has been shared with the trade unions, however agreement has not been possible and it is issued as a management model policy. However the following trade unions are aware of the policy and its contents NAHT, NASUWT and NEU. In view of this it is recommended that Governing Boards consult with their staff on their appraisal policy prior to adoption.

The model policy covers appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations.

It is important that the appraisal process is managed in a way that avoids increased workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

## 2. Policy for Appraising Teacher Performance

The Governing Board of Westmorland Primary School adopted this policy on September 2020

It will review it in Autumn Term 2024.

### Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also refers to the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

### Application of the policy

This policy covers appraisal. It applies to all teachers (including the Headteacher) employed by the school. It does not apply to

- i) teachers on contracts of less than one term,
- ii) teachers who are undergoing induction (*ie* NQTs)
- iii) teachers who are subject to capability procedures under the Capability procedure.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, Headteachers and governance boards.

## 3. Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

### The appraisal period

**The appraisal period will run for twelve months** from September to August.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract and an individual teacher's objectives should take account of the length of contract.**

### Appointing appraisers

**The governing body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governing body for that purpose, will appraise the Headteacher.**

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the governance board.

The Headteacher will decide who will appraise other teachers.

## Setting objectives

**The governing body will set the Headteachers objectives after consultation with the external adviser.** The governance board has a duty to have regard to the work-life balance of the Headteacher and objectives will reflect this.

**Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.** The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.

**The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.**

**Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** *With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.*

*For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governance board or headteacher to decide which standards are most appropriate.*

## Reviewing Performance

### Observation

This school believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information, which can inform school improvement more generally, and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload.

## Development and support

Appraisal is a supportive process, which will be used to determine decisions on pay progression and inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable, after observation has taken place or other evidence has become known. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

## 4. Transition to capability

If a teacher demonstrates serious underperformance and has not responded to support provided within the appraisal process, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as per the Capability policy.

## 5. Annual Assessment

**Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the governing body must consult the external adviser.**

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (*e.g. once a term*).

**The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – an appraisal report (in practice the report could be produced using online performance management systems, which can help to reduce workload.** In this school, teachers will receive their appraisal reports by 31 October (31 December for the Headteacher). **The appraisal report will include:**

- **details of the teacher's objectives for the appraisal period in question**
- **an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards:**
- **an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant** (NB – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers)

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

## 6. General Principles Underlying This policy

### Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

### **Consistency of Treatment and Fairness**

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governance board is aware of the guidance on the Equality Act issued by the Department for Education.

### **Definitions**

Unless indicated otherwise, all references to “teacher” include the Headteacher.

### **Delegation**

Normal rules apply in respect of the delegation of functions by governance boards, Headteachers and local authorities.

### **Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure or a formal capability procedure, the case will be dealt with in accordance with the school’s absence policy and will be referred immediately to the occupational health service to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

### **Monitoring and Evaluation**

The governing board and Headteacher will monitor the operation and effectiveness of the school’s appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

### **Retention**

The governing body and Headteacher will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy

### **Links with pay**

This policy should be read in conjunction with the school’s pay policy, which provides details of the arrangements relating to teachers’ pay in accordance with the School Teachers Pay and Conditions Document. Where teacher are eligible for pay progression the appraisal

assessment, throughout the cycle, will be the basis upon the recommendation made by the appraiser.